

(January to March, 1924.
April to July, 1924, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, P.U.S., HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES

Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *The Bible for the Young*:
(a) *Prophets and Kings*, pp. 20-35; new edition, pp. 50-73 (omit questions), by Dr. Paterson Smyth (P.N.E.U. Office, 2/-). (b) *St. Luke's Gospel* (S.P.C.K., 9d.), chapters 8-15. [Suitable parts from chapters in *I. Samuel* xviii.-xxiv., and *II. Samuel* i.-vii., inclusive.] Teacher to read Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. Children may use *S.P.C.K. Bible Atlas* (1/-).

Sunday Reading (optional): (a) *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). (b) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6 and 2/-). (d) *Bunyan's Pilgrim's Progress* (Oxford Press, 4/-). (e) *The Book of the Long Trail*, by Sir Henry Newbolt (Longmans, 2/6), 1-53, omit questions and notes.

Sunday occupations:

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 98th term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each, 1924). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

Writing.

A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *King Lear*, or from Poetry Books set. Two perfectly-written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully (see *Home Education*): then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and geography.

Composition (written or oral. Narration daily after each lesson).

A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc., from well-written papers. Write accounts of visits made to museums and galleries.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.
Take the P.U.S.A. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

English Grammar.

Parse and point out Subjects, Verbs, Objects.

A Meiklejohn's *Short English Grammar** (2/-), pp. 26-52, 106-109, or, *The Parts of Speech and their Uses*, by H. W. Household (Macmillan, 1/9), pp. 40-61.
B *Short English Grammar**, pp. 10-18, teacher adding exercises, or, better: *The Parts of Speech*, pp. 3-14.

English History.

A & B *A History of England**, by H. O. Arnold-Forster (Cassell, 8/6), (1603-1649). A, pp. 396-494; B, pp. 429-494.

French History.

A *A First History of France**, by L. Creighton (Longmans, 5/-), pp. 190-201, to be contemporary with English History.
B *Stories from French History**, by E. C. Price (Harrap, 5/-), pp. 172-210 (or work with II. A), or, A & B *The Story of France**, by H. E. Marshall (Jack, 10/6), (1603-1649).

General History.

A *The British Museum for Children**, by Frances Epps (P.N.E.U. Office, 3/6), chapter 4. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied during the term: see Notes by Miss Berman (P.N.E.U. Office, 4d.). *The Ancient World**, by A. Malet (Hodder & Stoughton, 3/6), pp. 252-288.

Citizenship.

A North's *Plutarch's Lives: Pyrrhus** (Dent, Vol. IV., 2/-): for teacher to read with careful omissions. Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 47-81.
B *Stories from the History of Rome**, by Mrs. Beesly (Macmillan, 2/6), pp. 62-129.

Geography.

A & B *The Ambleside Geography Books*, Book III.* (P.N.E.U. Office, 4/-), pp. 103-147. Map questions to be answered from map in Geography Book and then from memory before each lesson. *Round the Empire**, by Sir George Parkin (Cassell, 3/-), pp. 65-97. *Our Sea Power**, by H. W. Household (Macmillan, 2/-), pp. 159-179, or Hakluyt's *English Voyages** (Marshall, 3/-), pp. 47-95. Philips' *Atlas of Comparative Geography* (new edition, 3/6). All Geography to be learnt with map. Children to make memory maps; see also tests under "Guiding." Teacher may find *Out-door Geography*, by H. Hatch (Blackie, 3/-), useful. Use Appendix to Ambleside Geography Book IV. (P.N.E.U. Office, 9d.), for the map of Europe. Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly.)

Natural History, etc.

A & B *The Sciences**, by E. S. Holden (Ginn & Co., 4/-), pp. 185-224 (children should make the experiments where possible), or, (A), *An Introduction to Elementary Botany*, by C. L. Laurie (Allman, 1/6), chapters 1-5, inclusive. Keep a Nature Note-book (P.N.E.U. Office, 6d.), and see *Home Education*. Make special studies for January to April with drawings and notes: *Countryside Rambles*, by Furneaux (Philip, 2/6), may be used. Tests under *P.U.S. Scouting* (P.N.E.U. Office, 6d.), or "Guiding."
A *Life and Her Children**, by Arabella Buckley (Macmillan, 6/-), pp. 201-232.
B *Life and Her Children**, pp. 1-32.

Picture Study.

A & B Reproductions* of six pictures by Leonardo da Vinci (P.N.E.U. Office, 2/-). Teacher see notes in the January *Parents' Review*, 1924.

Arithmetic.

- Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).
- A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 3/6), pp. 150-166 (for revision).
- B *A New Junior Arithmetic*,* pp. 67-84, or, continue. Much care with tables and rapid oral work. For teachers' occasional use *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).
- Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.

- A *A School Geometry*, Part I., by H. Hall & F. Stevens (Macmillan, 1/3), pp. 1, 2, 10, 11, 14, 18, or, *A School Algebra*, by, H. S. Hall (Macmillan, 3/6), 1-4, 7, 13-15. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Latin.

- A Scott and Jones' *First Latin Course** (Blackie, 2/6), pp. 21-43; continuous passages to be followed by narration, or, *Young Beginners' First Latin Book** (Murray, 2/6), pp. 5-7; 20-23; with corresponding exercises, questions, and vocabularies.

French.

- Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-). Teacher study Preface and read Lesson aloud, translating with the children's help; children afterwards narrate in French:—A, Lessons 16-18, B, 7-9, inclusive, with grammar and exercises, or, better, *Cours de Français, Méthode Orale*,* Book 2, by E. Thémoin (Hachette, 2/6), A, pp. 40-50; B, 1-14.
- A & B *French Songs*, by Violet Partington (Dent, 9d.). Teacher will find useful, A, *Frimousset*, by Jabonne & Pinchon (Evans, 2/6), or, B, *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with Music (Jackson & Sons, 8/6, Letter Box, 3/6).

Drawing.

- Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
- A & B Six (a) twigs of trees, (b) studies of animals, that you have been able to watch, in brushdrawing. Studies from objects, following method in, but not copying. *The Art of Drawing*, Album 5 (Philip & Tacey, 1/3). Original brushdrawings from scenes in books set for reading, and from Nursery Rhymes. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil must not be used. Join the P.U.S. Portfolio: for subjects for January see P.R., January, 1924.

Recitations.

- A & B Psalm 95, and two suitable passages of about twelve verses each from (a) I. and II. Samuel, (b) St. Luke's Gospel. Two hymns. A scene from Shakespeare's *King Lear*. Two poems from *Lyra Heroica* (Macmillan, 3/6), or, *A Book of Verse*,* edited by Sir Henry Newbolt (Bell, 2/-).

Reading (including holiday and evening reading).

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Shakespeare's *King Lear** (Blackie; Plain text Edition, 6d.). Bunyan's *Pilgrim's Progress** (Oxford Press, 4/-).
- A Scott's *Woodstock** (Collins, 2/-). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 39-68.
- B *The Heroes of Asgard** (Macmillan, 4/6), pp. 263-313. *Reynard the Fox*,* ed. by H. A. Treble (Macmillan, 1/6).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

Musical Appreciation.

Programme of Music (Moussorgsky and Borodin) to be heard: see *Parents' Review*, January, 1924. [Questions will be set on this subject.]

Singing.

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). See also Programme of Music. Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 5-10, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 20-23 (Curwen, 2/6).

Drill.

Board of Education *Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6). Music for use in Mrs. Wordsworth's *Classes* (P.N.E.U. Office, 3/6), may be used. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil J. Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Help in house or garden. Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.)

The Little Girl's (a) Sewing Book, (b) Knitting Book (R.T.S., 1/6 each). Children make a garment (see the needs of the "Save the Children Fund," address: 24 Langham Street, London, W.1.) Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Cooking: *The Tried Favourites' Cookery Book* (Marshall, 2/6), or, cover two books in linen and frame your pictures with glass and passe-partout. Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/6). See also tests under *P.U.S. Scouting* or "Guiding."

In home schoolrooms where there are children in A as well as in B both forms may work together, doing the work of A or B as they are able.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (cotton 1/-, silk 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B.—The Examination may be postponed for a week, if necessary.

Examination 98.

M₂

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FORM II., (A & B).

PUPILS' NAMES

Bible Lessons.

I. A & B 1. "Jonathan loved David as his own soul." Tell a story which shows his love.

2. How did the news of the death of Saul and Jonathan reach David? Tell the whole story.

A 3. Give a short account of David in the cave of Adullam.

II. A & B 1. (a), "Master, we perish." (b), "Maid, arise." (c), "What shall I do to inherit eternal life?" On what occasions were these words used? Tell the whole story in one case.

2. Tell, shortly, the story of the Prodigal Son. What lessons does our Lord teach us by this story?

A 3. What did our Lord teach His disciples by the parables of (a), the Sower, (b), the Great Supper? Write out the story of (b).

Writing.*

Write A, (4), B, (2), lines of poetry from memory.

Dictation* (unprepared).

The Pilgrim's Progress,—Author's *Apology*, (I.A), "Thus I set . . . you see." (I.B), "This book will make . . . understand."

* The marks for spelling and writing will be given on the work throughout the Papers.

Composition.

1. A short story in prose (or verse, not doggerel) about one of the following,—Falling snow, "Sir Henry Lee," "Mr. Worldly Wiseman," "Phaëton," "Skirnir," Helen Keller.

2. Describe a scene in which one of the following appears,—
"King Lear," "Reynard the Fox," "Louis Kerneguy," "Faithful."

English Grammar.

A 1. Analyse, parsing the words in italics,—

"Old Meg she *was* a gipsy

And *lived upon* the moors;

Her bed it was the *brown* heath turf,

And her house was *out* of doors."

2. Use, in sentences, as two different parts of speech,—
hard, little, after, off, that. Parse each,
or, 2. Make five sentences each, containing (a), direct, (b),
indirect objects.
- B 1. Pick out Subjects and Predicates in lines 1 and 2 above.
2. Parse each word in line 2.

English History.

- A & B 1. Who was James I.? Give a short account of him.
Why did he quarrel with Parliament?
2. What do you know of one of the following,—(a), The
Pilgrim Fathers, (b), Cromwell and his Ironsides,
(c), the Siege of La Rochelle, (d), Laud and Went-
worth?
- A 3. Mention some of the great men who helped "to roll
back the clouds from the unknown parts of the
world." Tell what you know about one of them.

French History.

- A 1. Give an account of Cardinal Richelieu.
2. What do you know of (a), Luynes, (b), St. Vincent de
Paul?
- or, B 1. Describe the expedition to Flanders made by Louis
XIV. and his court.
2. What do you know of La Bruyère and Jean Bart?

General History.

- A 1. Describe the Parthenon from the model in the British
Museum.
2. What do you know of (a), Tiberius and Caius Gracchus,
or, (b), Marius? In what ways did each help his
country?

Citizenship.

- A 1. Describe (a), how Pyrrhus talked with Cineas, or, (b),
how he reformed the Tarentines.
2. How did Pyrrhus try to treat with Fabricius?
3. What do you know of (a), the House of Lords, (b), the
House of Commons? How are laws made?
- B 1. Tell the story of Marcus Curtius.

Geography.

- A 1. Give a map of Herefordshire and Monmouthshire,
putting in the boundaries, towns, and physical
features. Describe the valley of the Wye.
- or, 1. Give an account of the Staffordshire Potteries.
2. Where are the following,—British Columbia, Manitoba,
Newfoundland, Labrador? Describe the scenery of
the Pacific Coast.
3. To what places did Nelson pursue the Toulon Fleet?
or, Describe the visit of Anthony Jenkinson to
Bokhara in 1558.
- B 1. Describe the county of Warwickshire. Mention three
of its chief towns, and say what you know about
one of them.
- or, 1. What do you know about the "Black Country"?

2. Where are the following,—Jamaica, Bermuda, Bar-
badoes? What do we get from the West Indies?
Describe British Guiana.
3. What plans to conquer England did Napoleon make?
or, Describe the city of Mexico in 1572.

Natural History.

- A 1. What is a glacier? How is it formed? Give a diagram.
or, 1. Describe, with drawings, the work done by the root of a
plant.
2. Describe the rose-aphides, "cuckoo spit," the water-
boatman, the grasshopper.
- A & B 3. Write down four observations you have made yourself
this term, out-of-doors.
- B 1. How does a drop of water get from the mountain to the
sea?
2. What do you know about (a), the Miliolite, (b), the
Sun-Slime?

Picture Study.

A & B Describe Leonardo da Vinci's "Virgin of the Rocks."

Arithmetic.

- A 1. The "feed" for 65 horses for a week costs £34 2s. 6d.
At the same rate, how long can 39 horses be fed
with the same money?
2. How much longer is $\frac{1}{5}$ of a mile than $\frac{1}{6}$?
3. A boy puts £10 in the Post Office Savings Bank. To
what amount will he be entitled at the end of 3
years at $2\frac{1}{2}\%$, simple interest?
- B 1. If it costs £7 18s. 3d. a day to keep a school, how much
does it cost in 3 weeks? (To be worked by
decimals of a pound.)
2. Find the value of (a), $234 \div .09$, (b), 3.46×1.25 .
3. What is the amount of a bill which contains the
following items: 5 dolls at 2.25 fr. each, 12 marbles
at .25 fr. each, and 6 balls at 2.125 fr. each?

Geometry.

- A 1. If 2 straight lines cut one another, the vertically
opposite angles are equal.
2. What is meant by a point, a line, a solid, an angle, a
circle?

or, Algebra.

- A 1. If 17 is greater than x by 8, what is x ?
2. If $a=4$; $b=3$; $x=5$; $y=9$, find the value of:
 $5ab$; $\frac{2}{3}xy$; $\frac{9b}{5a}$.

Latin.

- A 1. Answer, in sentences, questions 13-18 (inclusive), p. 29,
§ 51 (Scott), or, translate B, 6-9 of exercises on pp.
77, 78, 79 (Young Beginners' Latin Book).
2. Give the Latin and the English of four Latin proverbs
(Scott), or, make up five sentences, using the In-
dicative Present, Perfect, and Imperfect of the verbs
(a), to love, (b), to advise (Young Beginners).
3. Make five Latin sentences, using the third person
plural (Indicative Present) of to be, to love, to have,
to come, to wound (give the English). (Scott.)

French.

- A 1. Tell, in French, the story of "Ma première Traversée,"
or, "La Vengeance d' un Eléphant."
2. Use, in sentences (a), in the Past Definite, the verbs
s' amuser, se réjouir, s' attendre, or, (b), in the Im-
perfect Indicative, the verbs, *épeler, jeter, appeler,*
haïr, coudre.
- B 1. Tell, in French, about the picture on page 27 (*Siepmann*), or, on page 5 (*Thémoin*).
2. Make six sentences, in French, about (a), the time of
day, or, (b), the laying of the table.

Drawing.

1. An original illustration for (a), *The Pilgrim's Progress*,
or, (b), a Nursery Rhyme, with title.
2. A bowl with budding twigs, from object.

Musical Appreciation.

What works of Borodin and Moussorgsky have you heard
this term? Tell what you can about one of them.

Recitations.*

Father to choose a hymn, a poem, or, a scene from *King
Lear*, and two passages from the Bible Lessons.

Reading *

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two
tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed
to appear on *Parents' Report*.

- N.B. 1.—Examination to begin on Monday, March 24th.
Papers to be posted on Saturday, the 29th, *with
no other enclosure.* (Please note that the
examiners take 7 weeks.)
- 2.—Subjects thus indicated (★) to be marked on the
Parents' Report according to Regulations and
total to be added up.
- 3.—Members are asked to read the Regulations carefully,
as much time is lost by the examiners when (a)
there is no numbered list of the subjects sent for
examination, (b) the papers for each child are not
fastened together, or (c) the name of the *member*
does not appear.
- 4.—Answers may not be written on both sides of the
paper. The papers should be tied together loosely
with string.